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ABSTRACT

This document contains four separate presentations which comprised a workship at the APGA Convention, 1975. The workshop was designed to help guidance counselors set up a successful guidance unit, and each presentation examines a particular component of the unit. Hence, the first paper deals with problems encountered by guidance personnel in writing usable performance objectives. The second presentation is concerned with identifying measurement strategies and instruments for assessing student outcomes. The third paper discusses selecting and organizing instructional materials or counseling strategies, and the final article deals with designing a format for the guidance unit. Ideas presented are practical and adaptable. (Author/HMV)

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Developing Individualized Counseling

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WRITING STUDENT PERFORMANCE OBJECTIVES

by Louise McCance
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One of the most crucial areas in program development is writing a set of high quality, usable performance objectives.

When planning a program, the writing of performance objectives follows the writing of the program goals--the global statements of outcomes around which the program is structured. The goal statements define a desired outcome of a program, but performance objectives must indicate specific observable behaviors which contribute to the outcome. It is the performance objective that the assessment and measurement of the program is built upon.

There are three classical groups of educational objectives: cognitive, affective, and psychomotor. To summarize these:

Cognitive objectives deal with what the student knows, understands, or comprehends.

Psychomotor objectives deal with how a student moves or controls his/her body.

Affective objectives deal with how a student feels, his/her interest, motivation, attitudes or values.

Writing performance objectives for the Affective Domain is more difficult than writing objectives for the other two, however, it is our opinion that it is the most necessary area for those involved with guidance and counseling. Therefore this paper will deal directly with affective objectives.

An objective in any domain has certain essential components. These components describe exactly what a student must do to achieve a given goal. The following ABCD format is a helpful way of looking at the components:

(1) Audience (Population) -- Who is performing the behavior? (students)

(2) Behavior - What observable, measurable action will the learner perform?

(3) Conditions - What time limitations or resource limitations will be placed on the student's performance?

(4) Degree of attainment - What level of performance will be accepted as proof that the student has mastered the objective?

The following is an example of an affective objective:

> The first grade students participating in the Career Guidance Program, will state one word that identifies a specific feeling when given a hypothetical situation. The objective will be considered accomplished if 90% of the students respond with one or more feeling words.

When broken down, you see that it contains all four components:

(Audience) The first grade students participating in the Career Guidance Program

(Behavior) Will state one word that identifies a specific feeling,

(Condition) When given a hypothetical situation.

(Degree) The objective will be considered accomplished if 90% of the students respond with one or more feeling words.

Describing the behavior to be measured is the most difficult part of writing any performance objective. This list of action words will be useful in describing what students will be able to do:

discriminate	give evidence	separate (group)
sort	make inferences from	design
classify	choose (from a list)	relate
match	identify appropriate	compare how
distinguish	interpret	contrast
compute	operate	identify evidence
explain	define	list
record	describe	draw
discuss	make	demonstrate
state	write	predict (e.g., reactions)
construct	name	
rephrase	combine	evaluate
perform	formulate	substitute
speak	translate	verbalize
calculate	measure	arrange
chart	circle	itemize
organize	reproduce	compose
pantomime	change	restructure
modify	retell	paraphrase
synthesize	rearrange	vary
act	express	direct
display	respond	

Writing a Student Performance Objective in the Affective Domain - Participant Worksheet

P. O. The participants of the APGA Conference attending the Mesa Public Schools presentation entitled "Writing Student Performance Objectives," will write a performance objective which includes the four major components, i.e., audience, behavior, condition and degree. The objective will be considered to be accomplished if 80% of the participants successfully complete the task within a time limit of 15 minutes.

You may choose to write your performance objective around one of the following goal statements.

Elementary School

The student will get in touch with his feelings and understand how they affect his behavior.

The student will initiate meaningful personal relationships with others.

Junior High School

The student will improve his ability to develop relationships with others and to have more friends.

The student will be better able to solve problems he has with his parents.

High School

The student will have more confidence so he can be at ease with other people.

The student will be better able to solve special problems which emerge in personally difficult situations (related to drugs, liquor, pregnancy, etc.).

Use the ABCD format as a guideline.

Audience

Behavior

Condition

Degree

Rewrite the objective:

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The Measurement of Desired Student Outcomes in a Guidance Program

G. Brian Jones
American Institutes for Research

Program accountability--a fact of life which can no longer be ignored--demands that measurement techniques be applied to facilitate decision making about ultimate program impact. Educators and counselors should be able to justify their use of taxpayers' money. This justification must be in concrete, measurable terms, not vague statements. In addition, counselors owe it to themselves and their clients to know in precise and comprehensive terms what their efforts and programs are in fact accomplishing, in order to make effective decisions regarding future efforts.

To facilitate decision making, the evaluator must first identify the decision makers for whom evaluation information must be provided. Then the evaluators must help the decision makers specify the priority decisions for which they would like evaluation data. These important evaluation steps are often omitted. In such cases one can only try to infer who the decision makers are and what decisions they want to base on evaluation data. Many evaluations focus on what we call process objectives--measurable statements describing how a staff will implement a program or what the target group will do while it is participating in the program. In such cases, someone apparently needs to make decisions such as: How well was the program implemented? Was it implemented the way it was supposed to be?

This workshop does not ignore the importance of process evaluation. However, it encourages counselors and guidance administrators interested in program accountability to place most of their measurement resources on the assessment of student outcomes. Because of the limited time available here, we will concentrate

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only on what we refer to as product or outcome evaluation.

The following questions reqarding a program's outcomes and its future are examples of ones decision makers typically have to make.

1. Is the program achieving its goals and objectives?
2. Is the program producing any unanticipated side effects, either positive or negative?
3. What does the program cost over and above regular expenditures or compared with other programs, and do the outcomes justify its cost?
4. Related to answers to the above, should the program itself be continued and, if so, what modifications would produce even more positive program outcomes?

Since the first decision is so important, we will focus our remaining attention on it. It is probably neither feasible nor desirable to evaluate all the objectives in your program. Selection should be based primarily upon the specific decisions you hope to make as a result of your evaluation. Therefore, you must be convinced that your program objectives are appropriate and worth achieving in the first place. In addition, they should be stated in measurable terms. These two assumptions should be validated during the earlier stages of developing your guidance program. Both of them are discussed in another part and paper in this workshop.

The following is an assessment of student outcomes that Mesa Public Schools conducted in the area of personal and social development. These goal statements were selected as appropriate and desirable for one part of an elementary school guidance program in Mesa. These were then expanded into 23 measurable objectives describing more specific student outcomes. The goals included, to help each student:

1. Develop thinking and problem solving skills and apply these in social interactions.

2. Get in touch with his feelings and understand how they affect his behavior.
3. Develop optimal communication skills and use them to communicate honestly and openly with others.
4. Know more about himself.
5. Initiate meaningful personal relationships with "significant others" and have an increased capacity to experience others as they really are.

Two types of criterion-referenced instruments (with items keyed to each objective) were developed. The first was a structured interview to be administered to individual students by paraprofessional interviewers trained by the two counselors who designed the program and were responsible for its implementation. Student responses were tape recorded. Interviewers were free to talk with students in as informal an atmosphere as possible and the interview content was analyzed and scored independently by trained evaluators. The interviews presented pictures, verbal cues, role play situations, and physical objects to which students were asked to react in various ways.

The second instrument presented a series of audio-taped stories and related questions to be administered by the interviewers. Each student was to listen to each story and then follow directions at the end of the tape in order to respond to questions about the story. The only writing the student was required to do was to mark his answer choice of a picture or simple word on a response sheet for each story.

In addition to this type of objectives-keyed instruments, Mesa used other measurement approaches to evaluate its programs. For example, at the junior and senior high school levels, students recorded their attitudes and opinions regarding the goals of these programs; whether or not they felt schools should help students achieve such goals; and the usefulness, level of interest, and reading

level of program materials and activities. Because of the young age of the elementary school children involved in the program field tests, no attempt was made to collect such reactions from them. At all levels, school staff were asked to express reactions on these same issues. Finally, parents of junior high students indicated whether or not: (1) they agreed with the program goals and schools focusing on them; (2) they felt their student had benefited from the program; and (3) if so, what they thought the student behavior changes were.

Data collected through the above types of measurement techniques can be very effective in helping staff, students, and parents make decisions about subsequent program development, revision, maintenance, and evaluation. By using criterion-referenced instruments (keyed to behavioral objectives) successful parts of programs can be separated from weak aspects--ones in which students are not achieving predetermined objectives. When such results are highly correlated with critical comments from staff, students, or parents, strategic modifications can be made to promote better career development of students.

The criterion-referenced approach to measuring student outcomes of guidance programs entails a wide range of skills. The following is a partial list of these skills. For the purpose of this workshop we will touch upon number five.

1. Specifying the resources (e.g., money, student time, clerical time) available to help you conduct your evaluation.
2. Defining the target population(s) (e.g., students, teachers, counselors) of your evaluation.
3. Identifying the decisions which need to be made and selecting the objectives on which your evaluation will focus.
4. Setting criteria (desirable levels of performance) for determining program effectiveness.
5. Selecting, developing, or revising evaluation items and instruments.

6. Pilot testing your instruments to improve their reliability and validity.
7. Revising instruments accordingly.
8. Administering instruments according to predetermined specifications.
9. Collecting and analyzing data collected.
10. Weighing results in terms of these data.
11. Reporting results and making decisions based on them.

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APCA CONVENTION PRESENTATION 1975

Developing Individualized Counseling-Instructional Units of Activity

Richard Duncan
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Four areas are to be covered which include:

A. Translating one or two student guidance needs into behavioral objectives and related student outcomes;

B. Identifying measurement strategies and instruments for assessing student outcomes;

C. Selecting and organizing instructional materials or counseling strategies for producing such outcomes;

D. Designing a format for the unit which facilitates student attainment of guidance objectives.

This paper introduces the workshop participant to area C. After having completed the readings and exercises in this section of the workshop, the participant will be able to organize instructional material and/or counseling strategies for producing student outcomes.

Decisions you make as you begin to organize instructional material and/or counseling strategies will have considerable impact on producing desired student outcomes you have produced in your objectives. Your selection and organization of materials and/or counseling strategies will sometimes have an influence on, or be affected by,

a. The evaluation techniques used for various student outcomes;

b. The techniques used to provide for student practice;

c. The size, ages, and types of groups or individuals using this program;

d. The amount of time you have and when it is scheduled;

e. The facilities, equipment, or space you have available, and;

f. The type of content material you are presenting.

Tentative Outline

Using the above criteria, the program developer should tentatively outline (brainstorm) a set of all possible strategies and materials and then put them in a sequence to best achieve the desired outcomes.

Material and Strategy Search

After completing a tentative outline of strategies and materials, the program developer should do a search for commericial material which will lend itself to incorporation into the tentative program of strategies. There is no reason why a program developer should re-invent the wheel. In addition to commercial material, other resources should also be explored.

Modification of Material

During this search you may encounter material which could be modified or adapted for inclusion in your plan; i.e., "three minutes of a film could be video-taped for use in a unit."

Our experience in this area encourages us to write a letter to the publisher requesting permission to use or reproduce for limited instructional purposes only that portion of the material desired. We have usually included a brief explanation about the specific content area where the material will be used and indicated that they would be given credit for the authorship.

Involvement of the Team

The developer(s) should involve other members of the counseling/instruction team to expand the resource group for the generation of alternative materials and strategies.

Pilot Test

A small pilot test of the counseling strategies and instructional materials should be conducted with feedback and suggestions for modification from participants at all levels.

Field Test

After initial involvement of small groups of students, teachers, and counseling staff members, the Field Test should be conducted with larger numbers. Additional material and alternative methods should be continually solicited from participants.

SELECTING AND ORGANIZING MATERIALS AND STRATEGIES

Participant Worksheet

Performance Objective: The APGA Convention participants will individually develop a list of counseling-instructional materials and/or strategies designed to produce specific student outcomes in one of the goals statement areas outlined below. They will then modify the outline after having worked with a small group for additional input, as evidenced by a completed basic outline. You may choose to develop your outline around one of the following goal statements.

A. Elementary School - The student will get in touch with his feelings and understand how they affect his behavior.

B. Junior High School - The student will be better able to solve problems he has with his parents.

C. High School - The student will have more confidence so he can be at ease with other people.

Material and/or Strategies Outline Guide

Which goal are these materials and/or strategies written for? (see above)

Circle one: A B C

Be sure you know the specific student outcome you want to produce. (Performance Objective)

1. List all possible materials and/or strategies in any order on the back of another sheet.
2. Pick the best materials/strategies and place a number by the ones you select to indicate the selection and the order.
3. On the back of this sheet, list your final outline which you develop with input from at least two other participants.

Suggested Outline Format

Order	Time Needed	Strategies/Materials
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

POSSIBLE INSTRUCTIONAL AND COUNSELING PROCEDURES

(STUDENT ACTIVITIES AND MATERIALS)

1. Reading printed materials
   a. Narrative
   b. Programmed
   c. Cartoon booklets
   d. Kits

2. Observing
   a. Live demonstrations
      1) Peer student models
      2) Cross-age models
   b. Live dramatizations
   c. Films
   d. Film-strips
   e. Slides
   f. Video-tapes
   g. Any one/or all of the above observational media followed by guided practice supervised either by the models or by counseling personnel.

3. Listening
   a. Radio
   b. Sound recordings
      1) Records
      2) Audio-tapes

4. Interacting individually and/or in groups with:
   a. Counseling personnel
   b. Community resource persons

5. Practicing behavior under simulated conditions
   a. Simulation games
   b. Simulated work samples
   c. Role-playing
   d. Behavioral rehearsal

6. Gathering personal assessment information:
   a. Responding to instruments measuring personal characteristics.
   b. Collecting information from other people.
   c. Self-assessment activities

7. Participating in computer supported programs

8. Using on-line computer technology

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DESIGNING A FORMAT FOR THE UNIT WHICH FACILITATES STUDENT ATTAINMENT OF GUIDANCE OBJECTIVES

The success of the guidance program depends, in a large part, on the format of the guidance units. Are they attractive and well-planned? Do they create in the students an interest in reaching the objective?

It is essential that those who prepare the units meet with teachers and/or counselors in advance. They should determine:
1. the length of time which would be best for instruction and
2. the size of the group which should be used to meet the needs of the projected activities. Once these have been established it is possible to construct the units within these parameters.

Units should be created that are visually attractive in both color and design. The students seem to be favorably impressed with bright colors and gimmicks - attention getters - something which competes well with TV, comic books and magazines. The print should be large and clear without too much reading material on one page. Break up the printed words with drawings or cartoons.

Activities should be effectively spaced so that the same approach is not repeated over and over again.

e.g. 1. Follow a discussion group with a reading or writing assignment.
2. After a listening exercise, work a crossword puzzle.

Save the best activity for the end of the unit so the students will look forward to it. It may be one which will solve a puzzle or complete a picture which started the unit.

Those activities which force verbalization are not always good with all groups. Have options available. The units should help

make children feel good about themselves; therefore, reluctant readers, speakers or writers should have something else to do as an alternative. Abstract thinking can also defeat the purpose of the unit, especially at the junior high school level.

After interviewing a number of junior high school students who have been involved in our guidance units, I have been convinced that the ownership of materials is important. A student booklet should be available to each child in which to record his answers. There are no right or wrong answers and each child should have the freedom to write what he wishes. He considers this his diary and the information as confidential. The child appears to consider the same information written on notebook paper as just another assignment and not as personal as it could be.

Large and small group activities seem to be essential to the success of this program and should be skillfully planned and developed.

The number of writing activities ought to be limited. It is important that the students not consider their booklets as just another workbook and/or more homework assignments to be completed.

If there are questions to be answered they should not be so all inclusive that they are difficult for children to answer them honestly. Break them apart into more understandable and more easily answerable questions.

The units should always leave room for the creative teacher to inject his/her ideas into the day's activities. They must not be so static that they never allow for change. There must be a place for alternate activities which will help reach the desired goals.

Teachers that I have interviewed have suggested that the format of the teacher's guide should include a one-page lesson plan for the unit at the beginning of the booklet. Included in this plan would be the pre-planning and preparation of materials for each day.

When the writing of the units has been completed the authors must not feel secure that this is the finished product. There must be constant evaluation and revision when necessary. Parents, students, teachers and counselors should be included in the evaluation of the format of the program. With this kind of evaluation and revision a format should be designed that will facilitate the student attainment of guidance objectives.

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